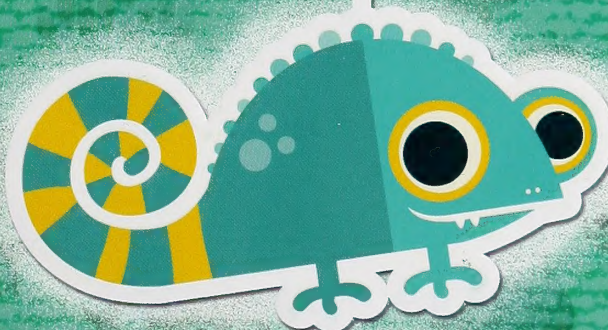
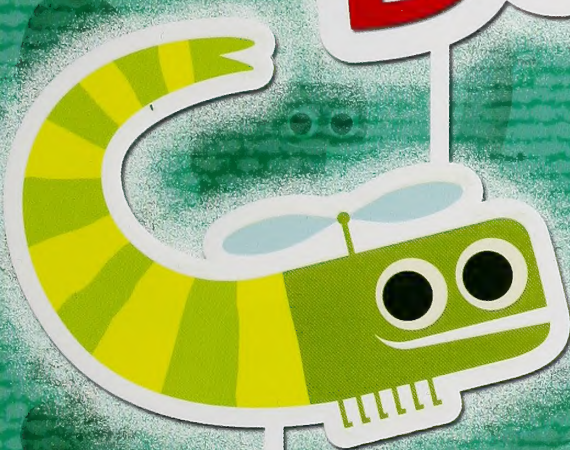


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The Bounce Back book

Birth
to
2 years



Laying the Foundation for
Resiliency in Your Infant & Toddler



Support for Caregivers

Feeling sad, overwhelmed or frustrated? Need someone to talk to?
Call the Mental Health Help Line: 1-877-303-2642
or Health Link Alberta: 1-866-408-LINK (5465)



Introduction

How well we cope with challenge and change is based on a concept called “resiliency”. Resiliency is the ability to “bounce back” from setbacks and deal with adversity. It’s our ability to react positively and adapt well to change when things don’t go as expected or hoped.

Resiliency starts in infancy. As the primary caregiver, your relationship with your child is the most important relationship in his or her early life. Building and maintaining a strong, positive and healthy relationship with your child is the first step in building resiliency skills that will support him or her through a lifetime.

Welcoming a new baby into your life is often a wonderful experience for parents and caregivers. And a baby’s first experience with an adult who consistently cares for them and responds to their needs is a powerful force that helps them become strong and resilient as they grow up.

These very early experiences form the foundation of “attachment” – the term used to explain the strong emotional bond that develops between your child and you, as the primary caregiver, who is a prominent figure in their life.

Although we may not be able to specifically recall memories from when we were infants, what happened to us at a young age plays a critical role in the development of our emotions, perceptions and behaviors, and forever impacts our well-being. Being able to understand your child’s needs, take joy in your child, and soothe your child when he or she is in distress, are essential roles of parents and caregivers.

Enjoy the *Bounce Back Book: Birth to 2 Years*, designed to provide you with information, tools and engaging activities that will help you foster a safe, healthy and happy relationship with your newborn to two-year-old.

The Bounce Back Book: Birth to 2 Years is part of a series created to support parents and caregivers in building resiliency skills in the children in their lives. The series was developed by the Alberta Mental Health Board (AMHB).

A Few Tips Before you Begin:



- Feelings of joy, excitement, enthusiasm, happiness and love accompany the arrival of a new child. However, it is not unusual for parents (most commonly birth mothers) to feel irritable, sad or overwhelmed after the baby's birth. This is known as the "baby blues".

If the baby blues last for more than two weeks, contact your physician or public health nurse. Feelings of this nature have been linked to post-partum depression. It is also important to remember that post-partum depression has been found in other caregivers as well, such as fathers and adoptive parents.

- Help and resources like public health and community nurses, pediatricians and other caregivers can assist you during this busy and challenging time. Reaching out to your family members and friends can also help you.
- Even in infancy, your child is an individual with a unique personality and temperament. Sometimes, you may wish your child was more responsive or less excitable, more predictable or less rigid, quieter or more outgoing. Accept and appreciate your child's personality – and work at nurturing their strengths.



- Interaction with your child should promote flexibility, exploration, learning and the development of skills to help foster secure attachment.
- Caregivers are the number one influence on a child's self-esteem (how people perceive themselves). Taking joy in who they are and what they do is of the utmost importance to your child in developing a positive sense of self.



Being a Resilient Parent: ❄️

Being a new parent means that you are going to be short on sleep! Remember to take time out for yourself. If you are well rested, you will be better equipped to meet your child's needs in a way that is responsive and resourceful. Here are some tips to help you to take care of yourself:



- Take a nap when your infant naps. Even short periods of sleep will help you to regain energy to keep up with the demands of being a parent or caregiver to a newborn.
- Get fresh air and exercise. A brisk walk with your baby in their stroller is a great way to do this. A short walk around the block or to a park with your family may also help your baby fall asleep or your toddler burn some energy!
- Eat well and drink lots of water to keep strong and healthy.
- Remember, this infant phase will pass, so enjoy it while you can! Give yourself permission to enjoy precious moments you have with your child even if that means the laundry piles up a bit or the grass doesn't get mowed as frequently!
- Look for resources among your family, friends, and community that will allow you to take a break so you can come back refreshed and energized for your family.
- Get help when you need it! Call experts such as public health nurses, pediatricians/doctors and help lines when you have questions or worries.
- Remember to take a brief time out if you begin to have strong feelings of frustration or anger. It's better to leave your baby or small child safe in their crib or room and go into another room for a few moments to regain your composure.



The Power of the Human Brain



Everything we are and become in life is guided by the brain. It's largely responsible for how we think, feel, interpret and experience everything around us.

It's important to give your child a variety of experiences early on in life, so they have the opportunity to grow and learn. Providing experiences that are new and unique to your child, while also reassuring him or her during troubling times to help them learn to manage their emotions, is beneficial. The more positive the experience, the more likely they will build pathways in the brain that help them deal with stressful situations.

Life experiences impact how the brain grows and develops. This is especially important in the very early stages of life, when the brain is growing and developing at a very rapid rate.

Generally speaking, the brain has four key actions that help form healthy attachment between children and their caregivers. These actions involve sensing, processing, storing and acting upon information that the brain receives. They help form the pathways in the brain that are responsible for the development of memories.

The types of experiences that a child first encounters are directly related to how their caregiver provides information and how memories are created. If the experiences are healthy, joyful, loving and secure, the bond between child and caregiver will be equally positive and beneficial.



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All Families are Unique



All families are unique and all infants are special. These differences are to be celebrated! There are many kinds of families. A family is no longer just made up of a mother, father, children and other closely related next of kin. A family is any individual or group who provides a safe and trusting environment that fosters learning and healthy development. So, regardless of whether you have adopted your child, given birth to him or her or inherited your child through some other life circumstance, take comfort in knowing that you can provide him or her with a life full of love, joy, support and compassion. Grandparents, other relatives, step- and foster-parents, daycare providers, nannies, and other important individuals who provide care can all play integral roles as attachment figures.

Some people came from homes with two parents while others were raised by a single parent, same-sex parents or a relative. Some people came from homes where there was a lot of noise and activity and others were quiet and reserved. Some homes were very strict while others were more relaxed. Some families consist of adopted children who are of a different ethnicity than their parent.

The way in which you were raised affects the way that you nurture and interact with your child. How you were cared for by your parents impacts how you will care for your children. In the same way, the culture that you grew up in and in which you raise your child will influence his or her development. Canadians have many different traditions, customs and cultural backgrounds. There are many invaluable insights and lessons we can learn from other cultures. Every culture is a positive one in which to raise a child.

No matter what type of home, family and cultural background one comes from, differences should be celebrated, because we can all learn things from each other!

There is a general pattern of development for most children (see the developmental milestones chart on pgs. 38-39 for more information). However, every child meets developmental milestones at their own pace. It's normal to develop quickly in some areas and more slowly in others. So don't be alarmed if your child is a little early or late in meeting some milestones such as learning how to stand or speak.

If you are concerned about the pace of your child's development, it is best to contact a health professional for more information.





Activities



Learning from the East Indian Culture

Baby Massage

A popular activity in East Indian culture is to treat your baby to a massage. It connects the caregiver to the baby, and in turn, the baby is content and relaxed. For the safest way to learn this technique, check with your local health clinic or parenting resources for sessions and workshops that may be available.

Learning from the Aboriginal Culture



Aboriginal people use smudging to bring balance and harmony into their well-being, which includes the body, mind and spirit. Although the smudging ceremony is done differently in different communities, it's common for individuals and families to smudge each morning before their day starts, to set the tone for a good day.

Smudging involves lighting and burning sage (or another sacred medicine such as sweet grass, tobacco, cedar), in a smudging bowl or box, and using a feather or one's own hands to brush the smoke over and behind the head, down the body, and under the feet. A morning prayer that may be said with this activity goes like this:

- ★ We smudge our eyes to see good things
- ★ We smudge our ears to hear good things

- ★ We smudge our mouth to say good things
- ★ And we smudge our feet to walk in a good way today

Learning from the Chinese Culture

This game is one that Chinese parents teach their infants to learn basic directions and coordination. It's a Cantonese version of patty-cake that teaches your child directions. To establish the beat of the song, clap on the italicized words.

1

"Zhui *Ming* zhui *Ming*, zhui zhui *Ming*"
(Little *Ming*, Little *Ming*, Little, little *Ming*)

Take your child's hands and clap them

2

"*Shang shang*"
(Up, up)

Clap your child's hands pointing upward

3

"*Ha ha*"

(Down, down)
Clap your child's hands pointing downward

4

"*Jaw jaw*"
(Left, left)

Clap your child's hands pointing left

5

"*Yau yau*"

(Right, right)
Clap your child's hands pointing right

6

"*Chin chin*"
(Front, front)

Clap your child's hands in front of him or her

7

"*Hau hau*"

(Back, back)
Clap your child's hands behind their back

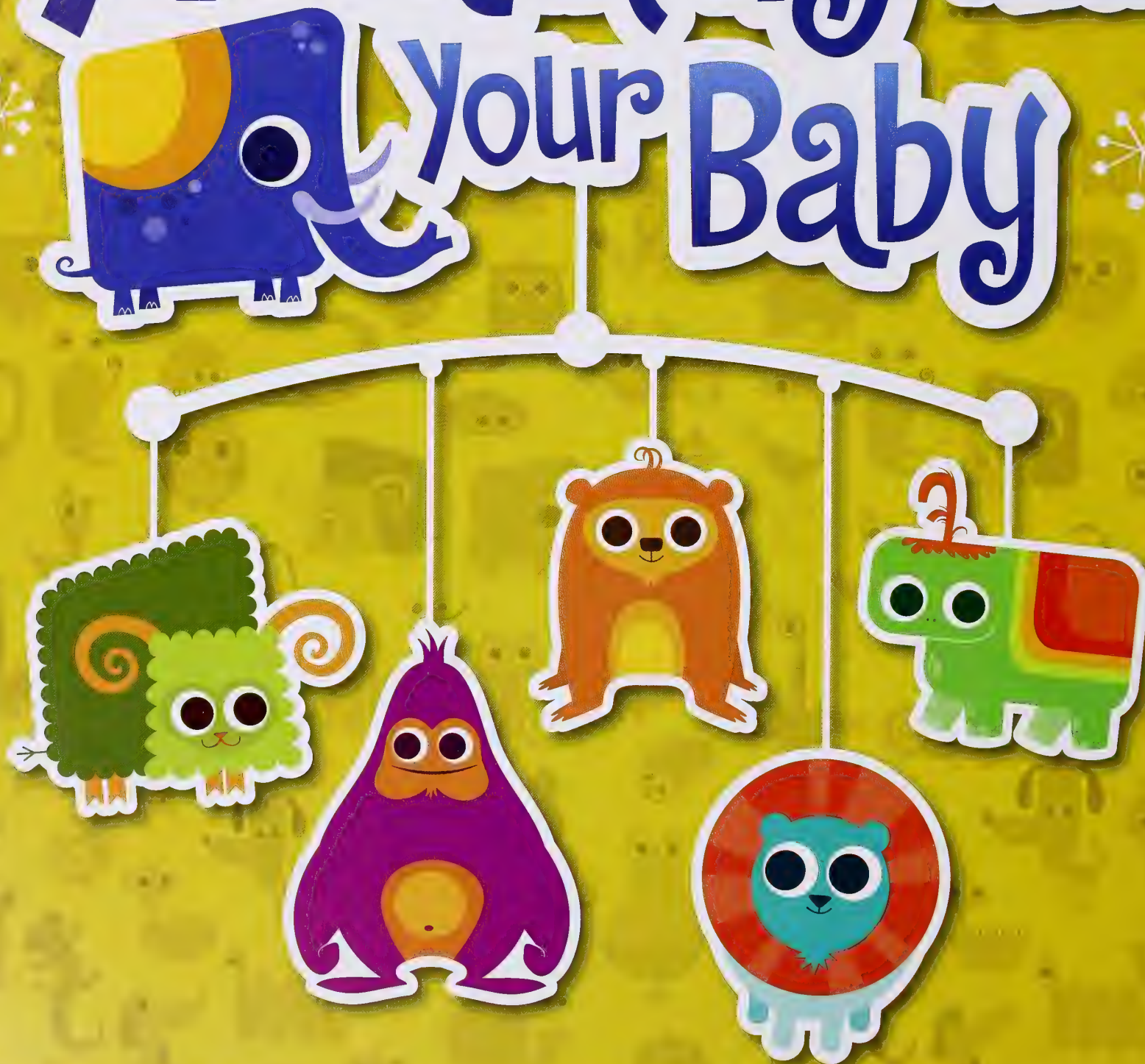
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"*Gu lok*, *gu lok ching*"
(Circle, circle roll)

Roll your baby's hands around each other in front.



Attaching With Your Baby



Babies are born with the need to form close emotional bonds and relationships with caring and responsive adults – what childhood experts call “attachments”. Bonding is the intense feeling of connection that develops between children and their caregivers. Bonding is often an immediate response at birth, from which attachment takes over.

It's important to remember that attachment is a process, not something that takes place within minutes. For many caregivers, attachment is a by-product of everyday caregiving. You may not even know it's happening until you observe your baby's first “social smile” (when an infant smiles in pleasure to initiate a positive response from someone else) and suddenly realize that you're filled with love and joy. It's these types of non-verbal signals, shared between the two of you, which provide the foundation for building a secure and trusting relationship with your child.

Attachment lasts a lifetime. It results in proximity and contact between the caregiver and child and provides a source of protection for your child to feel safe and secure to explore the world around them. Early on, children will engage in attachment behaviours very regularly. For example, your toddler will run away to explore or play with a toy and then will come running back to you for a quick snuggle and cuddle only to leave again! This will be repeated constantly throughout the day. The frequency of this behaviour will decrease as your child grows and matures. But even as adults, we engage in attachment behaviours. For an adult, this could be as simple as having a meal weekly or monthly with your parents.

Children who develop a strong bond and attachment with someone in their first year are usually more aware and responsive to stimulation, engage in frequent eye contact with their caregiver, seek out physical contact with others for both playful and comfort purposes and make noises to communicate their emotions.

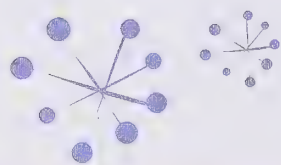
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By engaging your child in activities like talking, holding, cuddling and playing, you are providing them with the emotional nourishment that developing young minds need. Relationships that provide this type of connection foster interpersonal closeness that helps develop the areas of social, emotional and cognitive (e.g., attention, perception, memory, reasoning, judgment, imagining, thinking and speech) functioning.

Play and exploration is a vital way in which infants and children start to learn and process information about the people in their lives and the world around them. Through playfulness and exploration, all children, even newborns, learn to respond to sensory stimulation, focus their attention, discover concepts, solve problems and create possibilities. It also helps them acquire and refine their physical skills, cognitive concepts, social skills, imagination – and boosts their confidence.

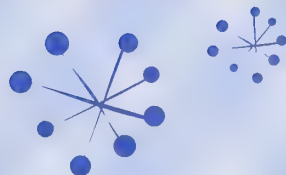
So go ahead and get silly and playful with your baby! The following fun-filled activities will help you form a secure, healthy and happy relationship with your child.





Activities

Eye Contact Games



Blissful Kisses

Connect with your child by making up different kinds of kisses.

The Butterfly – Flutter (flick repeatedly) your eyelashes against your child's cheek and then look into their eyes.

The Whale – Brush your eyebrows against your child's cheek and then look into their eyes.

The Nose Rub – Rub your nose against your child's nose.
Have fun watching how they react!



Blinking Games



Shut your eyes tight and open both at the same time. Then shut your eyes tight again, and open one, while keeping one closed. Do this interchangeably and watch your child's reaction. They may mimic you and surprise you with a wink of their own!



Attachment Activities

Engaging in the following types of activities is extremely important for caregivers because they are the basis of bonding, and help form a secure attachment with your child. Remember too, that infants will vary in the amount of body-to-body contact they require to feel secure and attached. Each child is different and what works for one may not work for another. This is also true for caregivers. You may or may not feel comfortable with all of these activities, so feel free to adapt them to your liking. For example, you can bond with your child when he or she is in the bathtub by holding or kissing them periodically instead of joining them in the tub.

Bonding Activities for Dads & Other Caregivers

Infants crave skin-to-skin contact. A father can spend some quality time with his newborn as well, by laying the baby (with just the diaper on) across his chest. The pair can listen to each other's heartbeats and the father can talk softly to the newborn so that the child becomes familiar with his voice.





Splish Splash, I Was Takin' a Bath

Newborns enjoy spending time with their parents in the tub or shower (this often depends on the comfort level of the caregiver). The water provides warmth and familiarity and is a soothing experience. This is another simple but great way to bond with your baby.



2-Way Communication



At this time in your child's life, he or she learns mostly from their primary caregiver. Your child will develop language and communication skills mainly through meaningful interactions with you.

The best way to teach your child about language and communication is to speak to him or her throughout the day. Describe what you are doing when you're cooking lunch. Tell your child where you are going and what you'll be doing that day. Introduce new words everyday such as colours and feelings. Describe to your child what they are doing as well. Don't worry about boring your baby – everything you say to your child at this stage in life will be fascinating and new!

Your child will communicate with you long before he or she can speak. By moving their arms and legs, smiling or cooing, your child is sending you a signal that he or she wants to communicate with you. Respond to them with a smile and an encouraging word.

Two-way communication is very important in building attachment with your child. Each time you speak to your child, you stimulate brain development and help them develop social skills. Your voice and your actions excite your baby, and help to develop their brain's language centre.

It's also important to listen to your child when he or she attempts to speak. Even though it may sound like baby babble, it's important for you to be a good, attentive listener. Remember that conversations are two-sided, so you must take your turn listening, too! This shows your child that you value what he or she is saying.

Each time that you respond to an action or sound that your child makes, you teach them that their actions have meaning. For example, your child fusses, you respond, and your child learns that making noise is a way to express discomfort, pain or boredom.

Remember that each child is special and will make expressions, gestures and sounds that are unique to them. Once you've developed that close bond, you will be better able to read your child's signals and communicate with one another.

continued on next page



Talk Tips

- When talking to your child, try not to ask too many questions, for example:
 - Describe things to them, like what you are putting into your grocery cart.
 - Tell them things about objects they've shown an interest in, such as a favourite toy, and keep it simple. For instance, if your child says one word, "Ball", answer with two words, "Big ball". If your child says two words "Big ball", answer with three words, "Red, big, ball".
- Use nursery rhymes and songs in your daily routine. For example, "The wheels on the bus go round and round, round and round, round and round. The wheels on the bus go round and round, all day long."
- Develop your baby's listening skills by having them pay attention to noises such as dog barks, car honks or the sound of snow under their boots. For instance, "I hear a dog barking. The dog says 'Woof'!"
- Teach new vocabulary by giving your child choices. For example, "Would you like to play in the house or in the backyard?"
- Correct your child's mistakes by speaking it back to them correctly (e.g. If your child says: "I seen a dooby." You reply, "Yes, you saw a dog today").
- Take turns speaking. Wait until your child is fully done speaking before replying.



Activities

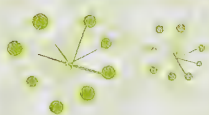


Time for a Rhyme

Babies love the rhythmic sound of nursery rhymes. Read your favourite to your child or use one like the examples below.

- ★ **The moon is round as round can be** (trace your baby's face)
 - ★ **Two eyes, a nose** (gently touch each eye and nose of your baby)
 - ★ **and a mouth like me** (touch your baby's mouth and your own mouth)
-
- ★ **Round and round the garden went the teddy bear**
(draw a circle on your child's hand)
 - ★ **One step, two step** (walk fingers up child's arm)
 - ★ **Tickle under there!** (gently tickle under child's arm)

Follow the Sound



Take your baby's rattle and hold it to the right of his or her head. Shake the rattle gently and your baby will follow the sound by turning his or her head. Repeat on the left side.

Be creative and use other noisemakers, such as squeaky toys or a bell. This game will teach your child to locate sound.





Me and My Family

Show your child your family photo album. Point out family members and friends by name. This will help your child develop name recognition.

After viewing the album, sit in front of a mirror with your child. Point to your child's reflection and say his or her name clearly. Then point to your reflection and say your name clearly. (e.g. "Daddy", "Auntie Jo", "Grannie".)

Nod your head to demonstrate "Yes."



Shake your head to demonstrate "No."



Up, Down and All Around

This activity introduces the idea of body gestures to your child. This game is best for older infants.

Urge your child to imitate you as you say the following words and complete the following gestures.



Stretch your arm out with your palm upright to demonstrate "Stop."

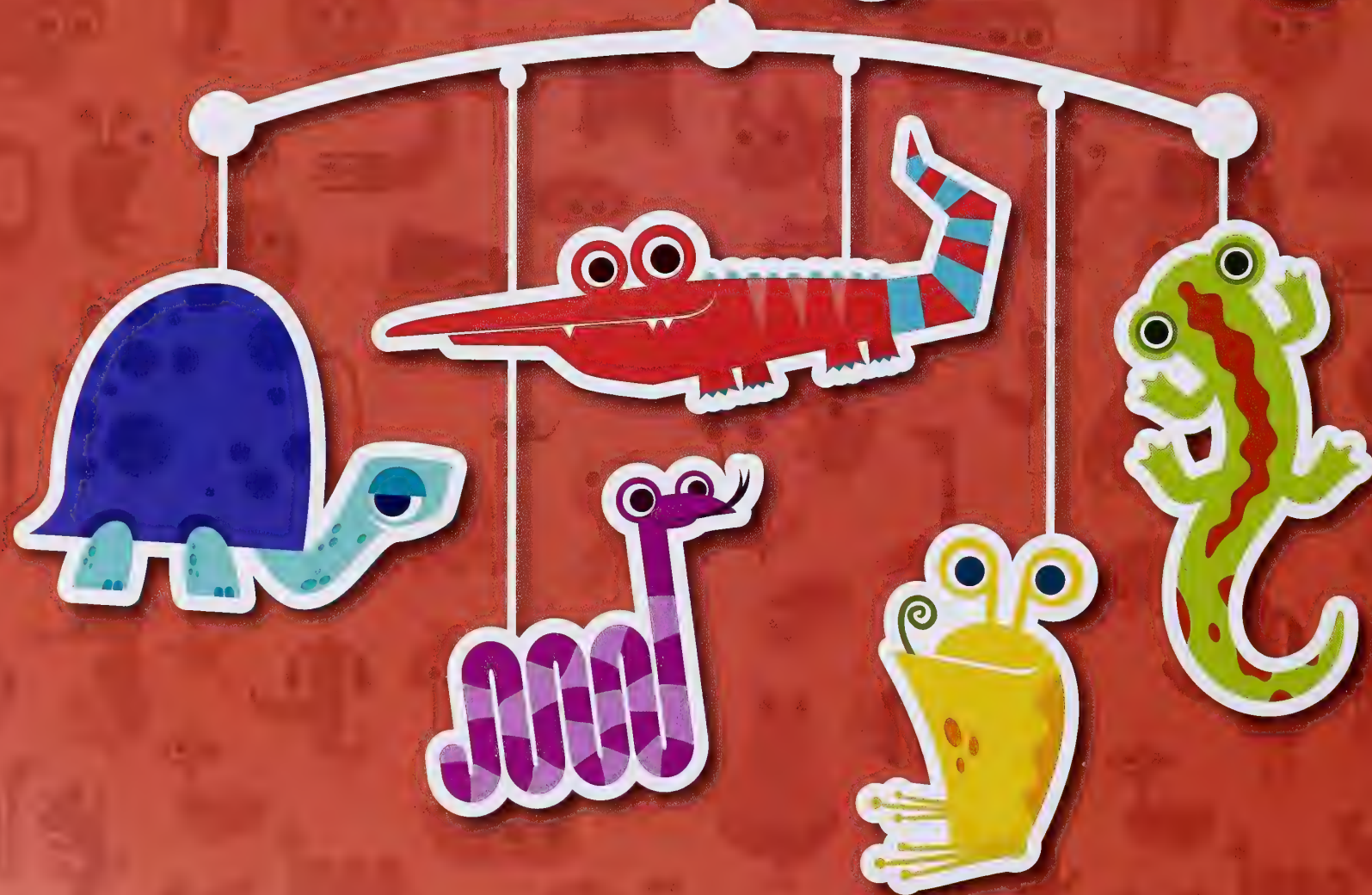


Crouch down on the floor and point your fingers to the floor to demonstrate "Down."



Stand on your tiptoes and point your arms straight up to demonstrate "Up."

The Art of Storytelling



Storytelling is a stimulating mix of myth, history, excitement and imagination. This powerful medium is used to entertain, educate and preserve culture and values. Sharing stories with your child forms a basis for their reality and plays a critical role in how they view, interact, process, and “fit” into the world around them.

You can engage in the art of storytelling with your infant or toddler in some simple, yet effective ways. When doing an activity or task, for example, talk out loud about what you are doing the whole time. Even if your child can't fully understand you yet, he or she will start to make meaning out of things by the sound of your voice, body gestures and the expressions on your face. This will help them to develop an understanding about what is going on around them, and how it fits into their world.

It is also important to let your child tell their day-to-day stories. Respond with understanding and enthusiasm to your child's attempts at communication. This will give your child a sense of trust – one of the building blocks for a secure and happy relationship. Enjoy seeing how your infant or toddler starts to share his or her own stories with you.

Remember that when stories are communicated in ways that are warm, bright, and animated (e.g. full of gestures) they will receive a more favourable response from children. Use your imagination, or dig into your past, and start to tell your favorite tales. Stories told by you, the caregiver, are treasured gifts you can give your children that will last a lifetime. The following activities will help you get started.





Activities



What's in the Bag?

For this activity, you will need a bag (e.g. a pillow case, cloth bag, rucksack) and an assortment of objects. Use everyday objects you can find around the house, from a hairbrush or cup to a child's toy, such as a truck or a teddy bear.

Note: Please ensure that the selected objects are large enough and cannot be swallowed.

Place the objects in a bag. Then pull them out at random, one at a time. Spend some time getting familiar with the object chosen. Then think about a story around the item and tell that story in an engaging and fun-filled way.

For toddlers, try to provide detail about the object that your child will remember. For example, if your child pulls out a teddy bear, repeatedly give details of the bear like "soft", "brown", or "cuddly", which they can use to try to describe the teddy bear as they get more familiar with the words you are using to explain it.

For infants, you can modify the game by using objects or materials with different textures or sounds, allowing your child to feel, touch and hear them as you create the story. Toys with textures and those that make sounds are excellent for helping your baby explore the world with their senses.



A Picture's Worth a 1,000 Words

Use your vivid imagination for this storytelling activity.

Gather pictures of objects or people. These can be anything from family photos that have already been taken, to images you find and cut out of a magazine. The pictures you select should be big, bright and bold. If you are in a "crafty" mood and your child is at the toddler stage, together you can glue or tape the selected images to a piece of colourful construction paper.

Repeat the names of the pictures to your child. Then create a story around the image. If you are looking at a family photograph, make up a story about going to the park on a warm, sunny day. You can describe things you do together at the park – from getting ice cream to playing ball.

Your infant may respond with coos, gurgles, and other noises telling you their own story! Toddlers may repeat words and try to string along words or sentences as part of the storytelling process as well. Respond with positive feedback and encouragement and let them express themselves!



Cookin' up a Good Story

Good stories can be found in simple, everyday tasks such as cooking or baking.

With your infant or toddler in the kitchen, start talking out loud about the steps involved in baking a cake or cooking dinner.

Have some fun with it by describing the tools being used (from the mixing bowl to the spoon). Tell your child about how the good ingredients blend together to make a “yummy” cake, for example. You can emphasize words like “yummy” by using an enthusiastic tone of voice with a smile, walking over to your child, repeating the word “yummy” and saying, “This is so yummy ... and it will taste so good!”

Actively involve your child like this throughout the step-by-step process. Stop periodically to repeat words or simply play.







Expressing Your Emotions



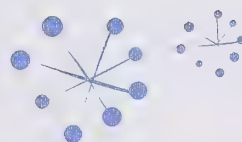
Infants experience a range of intense emotions, from desperate cries to exuberant joy. Because many of their emotions take place during close interactions with their caregivers, how positively you view life plays a significant role in forming positive attitudes in your children about themselves and others.

Emotions are most often communicated in non-verbal expressions or messages – things like facial expressions, tone of voice, eye gaze, physical gestures and the timing and intensity of responses. All information that is processed is linked to emotion, and these feelings are part of who we are. We use our emotions to respond to experiences and express ourselves. In infancy and early childhood, emotions are communicated through crying, laughing, smiling and other expressions of feelings.

It is important to establish a “feelings vocabulary” with your child to help them understand their emotions. You can do this by labeling your child’s feelings. For example, you can say to your child, “When you fall and get hurt, you feel sad.” They begin to understand the difference between emotions and how they affect their behaviours.

How you deal with uncomfortable emotions also influences and impacts your relations with your child. Negative emotional states can be a shared and valuable experience. Children need to know that they are not going to be abandoned in moments when things aren’t going their way or when they are dealing with a painful situation.

How you communicate your emotions to your child, and how you respond to his or her emotions, plays a critical role in forming secure and healthy attachment. The following activities will teach your child how to express and begin to understand their feelings.





Activities



Your Child's First Diary

Keep a word diary (e.g. a fun, colourful, oversized journal or book with blank pages). Record your child's new words as he or she begins to say them.

Attach pictures and feelings to these words, and record them in the diary. For example, if your child says "mom" or "dad", take out a picture of mom and dad from a photo album – or create your own picture with crayons.

The diary can be shared with other caregivers and can be used in daily conversation and interaction with your child. For example, when you look at the picture of a puppy, ask your child to repeat the word. If your child is a bit older, ask if they can use the word in a phrase or sentence.

In infancy, it is important to respond promptly or as reasonably quickly as possible when your child cries. Remember, this is the only way they know how to communicate their needs at this time. If someone always comes when they "voice" a need, it will help to foster a sense of trust, and an early belief in their abilities to make things happen. This will have a positive effect on their self-esteem and coping skills as they grow up. Promptly responding does not spoil your baby; rather, it lets him or her know that they are being heard and cared for. You may not even need to pick your baby up, but reassuring them that everything will be okay is very important. The bond that you share will become more secure and trustworthy and attachment will occur.



Mirror Mirror on the Wall

Stand or sit in front of a mirror while holding your child. Ask, "Who do you see in the mirror? I see you. Do you see me?" Express different feelings and situations.

Sad Feelings – Say to your child, "Pretend that you lost your blanket. You are sad. What face do you make when you are sad?" Ask your child to make a sad face. If they don't respond, make a sad face for them so they can see what a sad face would look like. Then ask, "What do you do if you are sad?"

Happy Feelings – Say to your child, "Pretend you just got a new toy. You are happy. Show me a happy face!" Again, if they don't respond, show them your happy face to help them out!

Angry Feelings – Say to your child, "Your friend broke your favourite new toy. You are angry. What do you look like when you are angry?" Labeling emotions for your child and talking about emotions like this is a good opportunity to start a conversation with him or her about how to behave, even when other children make them angry, as well as the importance of learning how to share.

You should also be sure to teach about emotional expression outside of activities as well. If your child expresses something at any time, be sure to provide the same type of feedback as you would if doing the activity. These are called "teachable moments".



Repairing your Relationship

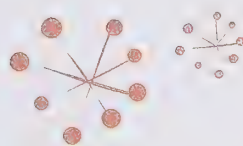


In every relationship, there are peaks and there are valleys. It's the same for your relationship with your baby. There are going to be times when the communication and connection between you and your child is temporarily disrupted. When it happens (and it will!), it's important to smooth things over and reconnect with your child.

This step is called "repair." Repair heals your relationship with your baby. Your ability to reconnect with your child after a painful or disheartening experience, big or small, helps them to understand that relationships have ups and downs, and that they can count on you for love and care, regardless of what life throws their way.

A common situation that requires repair is when your child experiences *separation anxiety*. This typical behaviour is a healthy sign that your baby is learning they are an individual – separate and apart from their parent and caregivers. Children who experience separation anxiety don't want to be separated from their parent or caregiver. They may feel that if you leave them, you will never return. Separation anxiety is common in children aged six months to a year-and-a-half. It is also around this time that your child could experience stranger anxiety – shying away from people they are unfamiliar with. This is also called "making strange". There are many ways to help your child through these disruptive experiences (see activities on the following pages).

Every child is unique and special. No two children will react in the same way. Perhaps your first child became very quiet and withdrawn around strangers, while your second child cries around unfamiliar faces. How a child reacts to situations is a reflection of their personality and uniqueness. The important thing is that you soothe your child when he or she is upset. This reinforces the trust your baby has in you and strengthens and recreates the attachment.



Activities

Peek-a-Boo

(best to start around six months of age)

This game teaches your child that separation is temporary.

During one of your play times, take a light blanket and cover your head. While you are covered, ask, "Where is Daddy or Mommy?" Wait a moment and then pull the blanket off, and say with a big smile, "Here I am!" For older toddlers, hide behind a chair or around the corner where you can be easily found.

Next, repeat the game, but this time, put the blanket on your baby's head. Ask, "Where is the baby?" Pull the blanket off his or her head and exclaim, "There's baby!" Repeat this a few times until your child takes the blanket off his or her own head.





hello

bye bye



Hello and Goodbye

(best to start around six to seven months of age, once your infant has developed the ability to understand that people and things exist, even when you can't see them)

Here is a good activity to use to help teach your child that even when you leave, you always return. Take your baby into a baby safe room, with toys, and help engage them in play. Leave them in the room to play, saying "Goodbye, see you soon!" Make sure you stay close by and return after a short period of time, or if they call for you. Return to the room with a big smile, wave, and "Hello!" to let them know you are back.

Similarly, whenever you and your baby enter a room or have interactions with people they may or may not be familiar with, take his or her hand and wave, and say, "Hello" or "Hi." When you leave, also wave and say "Goodbye." Encourage your child to wave and interact with friends, family, and other people you trust. This has the added benefit of teaching your child to adjust to people who they are less familiar with.

hi

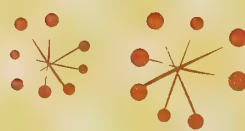




Conclusion

Being a parent or primary caregiver is a big responsibility that will be filled with its own ups and downs. You've just read a few ideas on how to safely foster healthy attachment and resiliency in your child while having fun. Remember to accept your child for who they are, take joy in sharing your life with them, seek and accept the help of family, friends and community resources when needed, and above all, focus on forming a relationship with your child that is based on love, trust, communication and safety.

Now go have fun playing, bonding
and attaching with your child!





Developmental Milestones

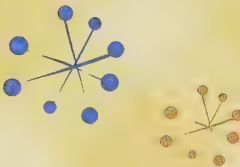
Your child will change physically, intellectually and emotionally during the first two years of his or her life. All children will go through a set of “firsts”, such as their first word or their first step. These “firsts” are called developmental milestones.

The following chart illustrates the timeframe when most children, aged newborn to two, will experience these milestones. Remember that these are only a guideline, and that each child is unique. Your child may not reach the developmental milestones according to this guideline. There are many factors (see All Families are Unique on page 6) which may affect how quickly your child reaches these milestones. Many Public Health Agencies and Parent Link Centres will provide assessments to ensure that your child is meeting or is close to the developmental milestones.

Take the time to play and interact with your child. This is how they will learn about the world around them. And remember to celebrate your child's accomplishments with hugs, kisses and encouraging words. This will go a long way in encouraging your child's development. (Please see developmental chart on next page).





Age	Speech/Language/Communication	Physical
0-3 Months	Cries and makes gurgling, grunting noises; may start to repeat some vowel sounds (e.g., ah-ah-ah, ooh-ooh); begins to imitate sounds. 	Lifts head for short periods of time, and can raise head and chest when on tummy by three months; has strong reflex movements; begins to develop hand-eye coordination; kicks legs energetically; brings hands together. 
4-6 Months	Babbles and amuses self with new noises; makes some vowel-consonant sounds; makes two-syllable sounds. 	Rolls over and graduates to rolling both ways; sits with support; begins to use hands in a raking fashion to bring toys near; begins teething; keeps head level when pulled to a sitting position; reaches for and grabs objects; can transfer objects from hand to hand; can hold bottle.
7-12 Months	Imitates many sounds; babbles enthusiastically; attempts to say simple words; laughs and may try to imitate sounds like coughing; enjoys listening to songs and conversations. 	Can self-feed some finger foods; reaches for utensils when being fed; rolls all the way around; sits unsupported; gets on arms and knees in crawling position; reaches for toys; goes from tummy to sitting by self; pulls to standing; stands holding onto someone; crawls well; claps hands. 
13-18 Months	Babbles or strings words together, often sounding like sentences; understands short, clear statements or questions; has a few words that are used consistently; imitates words overheard in conversations.	Reaches sitting position without assistance; assumes hand-on-knee position; pulls self up to stand; may walk two or three steps without assistance, progressing to unassisted walk.
19-24 Months	Has a speaking vocabulary of at least 10-20 words and is able to understand many more; is able to ask for certain things; has ability to understand full, simple sentences; understands simple verbal directions; can follow a series of two to three simple, verbal directions. 	Can push/pull large objects; can throw a ball; able to seat self in a small chair; walk up stairs with hand held, progressing to use of a rail at 22-24 months; squats in play. 



Thinking

Begins to recognize familiar objects and people; may turn towards familiar sounds or voices.



Sensory

Startles in response to loud noises; turns head in general direction of sound; smiles at sounds; prefers sweet smells; prefers soft sensations; can focus 8-12 inches away; blinks at bright lights; tracks objects with eyes.

Social/Emotional

Smiles at the sounds of a parent's or other caregivers' voice; develops a social smile. (A social smile is when an infant smiles in pleasure to initiate a positive response from someone else. This usually begins to occur between six and 10 weeks).



Recognizes bottle or breast; experiments with the concept of cause and effect; pays attention to small objects.



Can follow moving object for a 180-degree arc; responds to all colours and shades; responds to a rattle or bell; can see across a room; explores objects with mouth.



Copies some facial expressions; cries (with tears) to communicate pain, fear, discomfort or loneliness; returns a smile; responds to peek-a-boo games.

Tests gravity by dropping objects from high in a chair and tries to locate them; begins to identify self in the mirror; understands "no"; shakes head "no"; responds to own name; understands the concept of object permanence; (the ability to understand that people and things exist, even when they can't be seen) says "ma-ma" and "da-da" discriminately; interested in books and may identify some things.

Turns in the direction of a voice; chews on objects; imitates many sounds.



Plays peek-a-boo; turns head away when finished eating; has specific cries for various needs; may understand some simple commands; fearful of strangers; shows some anxiety when removed from parent; may form attachment to an item; tests parental responses to behavior; distinguishes emotions by tone of voice; shares toys, but wants them back.



Recognizes parts of themselves (eyes, ears, nose, hair, mouth) and can point them out when asked; starts to recognize familiar people, places and things.

Responds to musical rhythms and likes to "dance"; imitates words overheard in conversations.

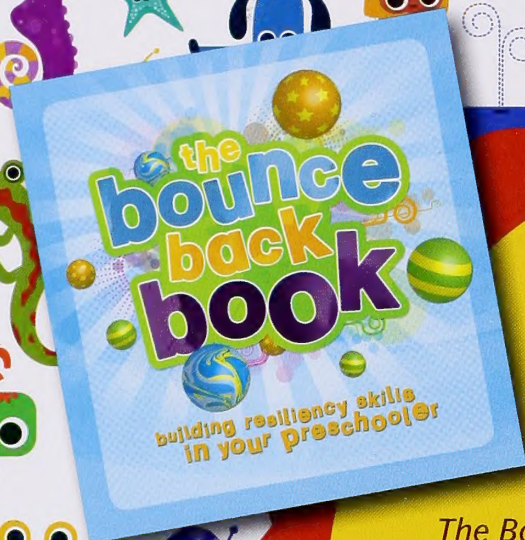


Is shy or anxious with strangers; tests parental responses to various actions; shows specific preference for certain people and toys; cries when mother, father or other primary caregiver leaves; may be fearful in some situations; repeats sounds or gestures for attention.

Starts to understand differences in sizes; is able to remember and associate words by categories (e.g., food, animals, clothing etc.); is able to distinguish personal pronouns (e.g., "give it to **him**" vs. "give it to **me**"); begins make believe play.

Imitates environmental noises during play (e.g., animals, cars); is able to recognize and identify almost all common objects and pictures of common objects.

Imitates behaviors of others, especially adults and older children; increasingly aware of him/herself as separate from others; increasingly enthusiastic about company of other children; demonstrates increasing independence; begins to show defiant behavior.



Bounce Back Book series

The Bounce Back Book: Birth to 2 Years, along with The Bounce Back Book – building resiliency skills in your preschooler (for children aged 2 to 4), were developed to support parents and caregivers in building resiliency skills in their children.

Both publications can be downloaded or ordered from the Alberta Mental Health Board website at www.amhb.ab.ca.



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